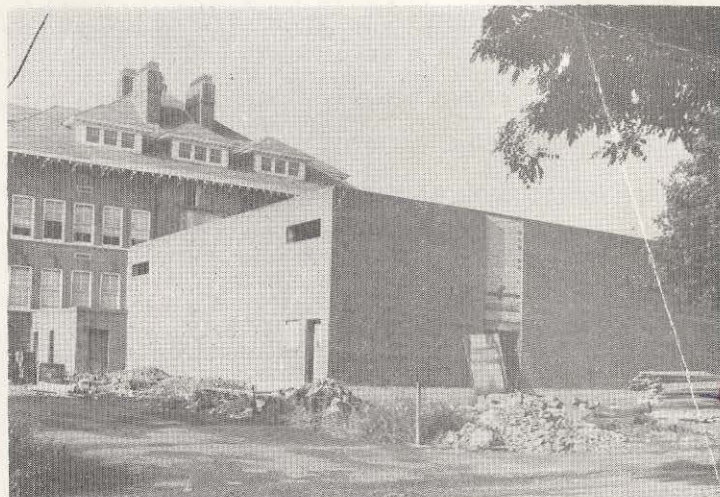
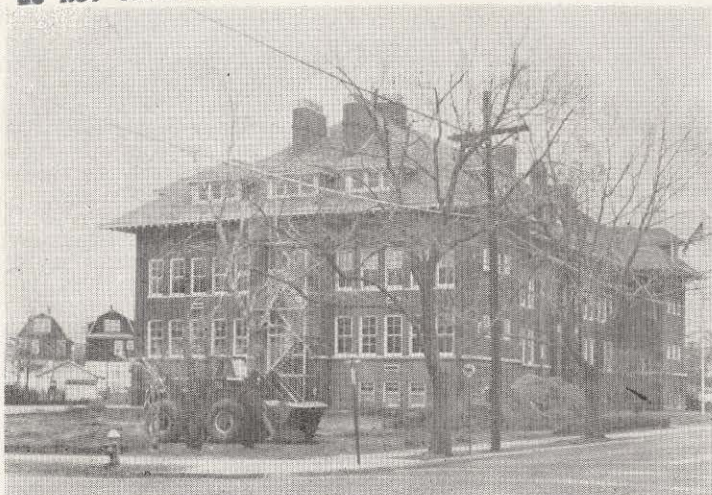


1960-1961

Schools



WATSESSING SCHOOL ALL-PURPOSE ROOM

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS BLOOMFIELD, NEW JERSEY

TO THE BLOOMFIELD BOARD OF EDUCATION:

Mrs. Frank Galito
Miss Mildred Stone
Mr. Harold Brotherhood
Mr. Harold Kaplan
Mr. George Welle, President

Ladies and Gentlemen:

I submit herewith my report of the school year 1960-1961. It was a year of mingled difficulty and success, but decisions were made which in time should produce a more efficient and economical school system.

May I commend to you the loyal and faithful service of the members of our school staff. They continue to strive for higher goals, to refine and improve our educational services. We must all be proud of them, as well as of the boys and girls it is our duty and pleasure to serve.

Sincerely yours,

FRANK B. STOVER
Superintendent of Schools

ENROLLMENT TRENDS

Enrollment in Bloomfield schools continues to grow slightly. The Average Daily Enrollment in 1959-1960 was 7,620, and in 1960-1961 it was 7,746. The total enrollment served during the year was 8,058.

The senior high school dropped from its previous peak of 1,916 to 1,826. The two junior high schools grew from 1,825 to 1,961, primarily because of an abnormally large ninth grade from Cedar Grove which will leave the system next year. The elementary schools increased by 81 pupils to 3,897.

It is anticipated that the enrollment for 1961-1962 may increase slightly, in spite of Cedar Grove's withdrawal, unless we experience a larger drop-out rate. The senior high school, where space is at a premium, will probably have about the same number of pupils.

Population in the northern half of town has been growing slightly. Brookdale School had 359 pupils in September 1958; 386 pupils in 1959; 444 in September 1960 and 462 by June 1961. Franklin School had 242 pupils in June 1959, 251 pupils in June 1960 and 275 pupils in June 1961. Most of this growth seems to be the result of "suburban recycling," that is, the increase caused when an older couple moves out and a younger couple with children move in.

These developments compelled us to open an extra room at Brookdale School and at Franklin in the fall of 1960. The last two remaining rooms at Brookdale will be opened in the fall of 1961, as well as another room at Franklin. Brookside is growing at a slower pace except for the admission of children previously assigned to Center.

School population in the southern half of town remains relatively stable. South Junior High School may be expected to decline in numbers somewhat when Cedar Grove children no longer attend there.

CENTER SCHOOL

1960-1961 will mark the last year in operation of a school which opened almost seventy years ago. Aside from the Administration Building (the old Park School), it is the oldest building still in use.

Enrollment at this school declined from a high of 297 in 1952, to 202 in 1956 to 163 in December of 1960. Estimates indicated that enrollment for September 1961 would be less than 150.

A wide range of abilities existed in the Center School pupils, as in several of our other schools. This made grouping children into combination classes less feasible than in larger schools where closer grouping would be possible. Forecasts of enrollment indicated that future classes would frequently be of such size that single class units could not be justified and combinations would be difficult and inefficient.

On the other hand, by partitioning Center District to reassign children to Watessing, Brookside, Fairview and Berkeley Schools the following results could be obtained: (1) Children could be more efficiently grouped in classes of reasonable size, (2) An annual saving of \$30,000 or more could be realized, (3) Pupils would not be compelled to walk greater distances than many pupils in other sections of town; in event of unusual circumstances, board policy permitted lunch privileges.

Accordingly, the Board of Education after several hearings decided to close Center School for the present, and to reassign pupils to other schools. Arrangements were made to lease the building to Bloomfield College at the rate of \$15,000 per year.

The real reason for falling enrollment in Center School district has been the shift of property from residential to business or other uses, including that by the college. The Board has wisely determined to study this trend over the next few years before determining the final disposition of Center School.

BUILDING PROGRAM

As pictured above, the first of five all-purpose rooms proposed in my report of 1959 will become a reality in the fall of 1961. Bids for the Watessing all-purpose room totalled \$159,000.00, to which must be added another \$18,000.00 for equipment and fees. The new room will have stage facilities including a sound system, modern lighting, and a small kitchenette for school affairs. The basketball court, while not of varsity court size, is deemed more than adequate for elementary school purposes. The locker room can service either boys, girls or community activities, and the toilet rooms will also serve outdoor recreational areas.

During the 1960-1961 year, the Board considered the future renovations and additions to the high school. The architects selected were Micklewright and Mountford, who designed North Junior High School. After some delay in beginning engineering service, a study of the utilities and services in the present senior high school is under way, and sketches for a new boys' gymnasium are on the drawing boards.

First priority is given to determining the status of the high school gym and any attendant necessary alterations connected with it. The full program at the high school will require four to five years for completion, and action there is deemed the most vital portion of future building plans. It is hoped that some elementary all-purpose room construction can take place concurrently with high school renovation and addition.

PHYSICAL IMPROVEMENTS IN THE SCHOOLS

A large amount of major maintenance and rehabilitation work was continued in the Bloomfield school plant during the year, both by contractors and by our own maintenance staff.

Brookside, Brookdale and Fairview Schools were painted inside and out. The remaining half of the South Junior High School was painted on the interior, while Berkeley and Center Annex Schools received exterior paintings.

Badly worn exterior doors were replaced with new at Brookdale, Carteret and Franklin Schools. A two year plan of replacing smoke screen doors in the Senior High School was begun. A fireproof vault was built in the School Administration Building to provide proper storage for permanent records.

A pupil furniture modernization program was set up to extend over the next several years. Obsolete pupil seating units will be replaced in kindergarten through third grade. Fourth through sixth grade furniture will be refinished where practical. Junior high school furniture is largely new or recently refinished. Some senior high school units, including cafeteria chairs, are being replaced, while some are being refinished.

The parking lot at Brookdale School was resurfaced and enlarged. A portion of the playground at Carteret School was resurfaced.

POLICY REVISION

More than seven years have passed since the Board last revised its policies and administrative procedures. In the meantime, many changes have occurred. Accordingly, the superintendent appointed a committee of principals and assistant principals to prepare a draft manual of policies and procedures. Approximately a third of the task has been completed. Before final presentation to the Board, reactions will be sought from representative teachers and interested parents. It is our hope that this work can be completed by the spring of 1962.

HEALTH PROGRAM

This year marked the first in which immunization against smallpox, diphtheria and polio was compulsory for all school children. All but a very few with religious scruples complied, in accordance with state and local law. From now on such enforcement will be concerned only with kindergarten children and new entrants. The cooperation of our school medical staff, the town health department, and the parents made this undertaking a success.

Upon recommendations of the administration and the approval of the school medical staff, another new medical program will go into effect in 1961-1962. A pre-school examination of the kindergarten child by his physician and dentist, according to prescribed form, will furnish important data to the school nurse and other staff members at the very outset of his school experience.

During 1960-1961 employees to receive tenure were given full medical examinations, including laboratory tests, at Board of Education expense. Hereafter, new employees and those to receive tenure will also be examined. Employees have the option of using their own physicians, if the same forms and tests are used. This type of examination is common in many other districts and in industry. It usually pays for itself in reducing chronic illness through early detection, as well as in other ways.

New evacuation measures in event of unforeseen circumstances were tried at the senior high school and both junior high schools.

Working in cooperation with the Civil Defense and Bloomfield Police, our schools began the Voluntary Identograph Program, the first of its kind in our area. Utilizing the latest form of finger-printing equipment, 1,065 senior high school students were printed. In the fall, groups of plainclothed policemen will continue the program with junior high school and elementary school children whose parents have given consent.

CHILD GUIDANCE DEPARTMENT

More clear-cut organizational procedures have been established by periodic conferences of staff members, including the Director, consulting psychiatrist, director of testing, assistant psychologist, visiting teachers, speech therapists, and remedial reading consultants. The staff was helpful in orienting faculty members in procedures for parent-teacher conferences.

Bloomfield had one of the first three psychological "teams" to be approved and reimbursed by state aid under the new

Beadleston bills for socially and emotionally maladjusted pupils.

The wide scope of operations in this department, budgeted as a part of the guidance program and partially reimbursed by state aid, may be illustrated by a summary of the activities of one assistant psychologist. He administered and scored I.Q. tests for second and fifth grade children, ran a pilot test on three third grades, and administered I.Q. tests at the junior high level. He also tested individually 114 children referred for further study. Testing involved 178 interviews with teachers and additional conferences with parents, principals, and counsellors. Occasional home visits were necessary. He also acted as consultant to the remedial reading teachers, and collaborated with visiting teachers on problem case conferences.

His further activities involved presentations to three Home and School groups and one Home and School committee, analysis of data obtained by remedial reading teachers, and case conferences with junior high school counsellors concerning entering pupils. Case conferences were also held with North Essex Clinic and Essex County Guidance clinics; visits were made to these clinics and to special schools, special reports were written, and talks were given to graduate students at a nearby college. Such a recital of duties and activities illustrates the close relationship of the Child Guidance Department to the total school program and to the community at large.

Our two speech therapists worked intensively with 234 children who had speech defects. The program was evaluated by Dr. George Gens, speech pathologist, and with his recommendation we shall concentrate on grades 2 - 6 next year. This is because research has indicated that most speech work done at kindergarten and first grade level is not productive, since maturation solves many speech problems. Speech cases will also be treated on a more intensive bases.

The town-wide testing program has been evaluated and some changes will be made next year. The Achievement Test program will now include grades 3, 4, 5, 6 and 8. Some shifting of dates has been recommended to allow use of test results early in the year to modify instruction.

The combined reports of the two visiting teachers reveal statistics which speak for themselves:

Pupil interviews	121 + 77 = 128
Home visits	493 + 393 = 886
Parent interviews (office)	44 + 25 = 69
Teacher conferences	232 + 332 = 564
Administrative conferences	175 + 72 = 247
Agency conferences	42 + 16 = 58
Court appearances	7 + 2 = 9

In addition the workers attended many school meetings, made numberless phone calls on attendance and other matters, prepared additional reports for the court, worked with the Juvenile Conference Committee, the State Board of Child Welfare and other agencies. Both were active in many professional agencies.

The absence of Dr. Eloise Cason, due to an unfortunate accident, was keenly felt during the second semester, but Dr. Willis and other staff members deserve praise for their extra efforts during this difficult period.

LIBRARY PROGRAM

Our schools have made progress in library work this year. In the senior high school, the assistant librarian, Mrs. Campbell, has been working with each department chairman in developing supplementary bibliographies for each subject field. North Junior High School library has continued to grow as we move toward our five year goal of 10,000 volumes or more, having accessioned about 6,000 volumes.

South Junior High School library has been working on bibliographies related to teaching reading and literature to able pupils at both junior and senior high schools.

Nearly 150 parent helpers make our elementary library program unusually successful. Our elementary library consultant has been holding training sessions with these helpers frequently. During the past year, consistency in cataloging, repair and other technical work has been achieved. The total circulation for elementary schools was about 73,000 or an average of nineteen books per pupil.

RELATED ARTS

In May, a town-wide exhibition of elementary school art was displayed at two branches of a local bank. Both the elementary art teachers and the junior high school art teachers have been working on course of study guides, which should be completed next year.

The first town-wide elementary school instrumental concert was held at North Junior High School. Parental cooperation in transporting children for rehearsals was gratifying, and the venture met with approval and applause. A committee of music specialists has been working on measures to improve the skill in reading music at the elementary school level.

Displays of work in junior and senior high school home economics classes at a local department store brought deserved commendation, as they illustrated the well-balanced program our schools offer in this subject. The young ladies at both junior high schools continue to amaze visitors by the poise and skill they demonstrate in preparing and serving teas, receptions, etc.

One fourth grade at Brookdale School organized the "Brookdale Bird House Manufacturing Company" and mass produced thirty-five bird houses, with the help of the Director of Related Arts. An entry from Center Annex won a prize for the first time at the New Jersey Vocational and Industrial Arts Convention.

The hoped for progress toward an electronic program at South Junior High School and Senior High School had to be deferred for budgetary reasons. It is hoped that this program can become a reality in Bloomfield, since it has been established for quite a few years in many nearby secondary schools.

ELEMENTARY SCHOOL CURRICULAR HIGHLIGHTS

Berkeley School staff made a careful study of textbooks, workbooks, and guide books and their relationship. Part of the project was to develop more continuity in the school program.

Brookdale faculty concentrated on the science program, industrial arts classroom projects, reading program, and relationships to the Child Guidance Department.

Brookside teachers studied ways to improve the science program, and ways to establish good relationships with parents and the public.

Carteret School faculty devoted major attention to the language arts program, including reading skills, use of the library, oral and written language usage.

Center School staff considered science materials, audio-visual aids, health and safety, and handwriting.

Fairview Curriculum Committee concerned itself with parent-teacher conferences, health and safety, and time allotted to each subject per week.

Forest Glen faculty centered its attention on music, science, and the development of a cumulative class record sheet.

Franklin School teachers studied time allotment per subject, developing good teacher-parent relationships, and resources for curricular improvement in each grade.

Oak View faculty considered improvement of science program, audio-visual aids, remedial reading, and library science.

Watsessing School staff considered school safety, revision of school handbook, remedial reading, and science.

Demarest School Curriculum Committee explored the areas of science, the school library, teacher-parent conferences, revision of the school handbook, and revision of the slide and filmstrip teacher's guide.

JUNIOR HIGH SCHOOL CURRICULAR DEVELOPMENT

NORTH JUNIOR HIGH SCHOOL has devoted particular emphasis to reading in all subject areas. A consultant from Scott Foresman met several times with the English Department. Many students not in the foreign language program will have extra reading periods next year.

The faculty also considered ways to utilize the results of tests, including the Iowa Achievement and the Differential Aptitude Tests, to better effect and with more relationship to teaching. Some consideration was given to utilization of the Activity Period, and to modifications of the ninth grade library science.

This year North Junior High's newspaper, *The Torch*, appeared for the first time. Next year some thought will be given to a different type of publication as an outlet for creative writing in the area of prose and poetry.

SOUTH JUNIOR HIGH SCHOOL developed a revised unit on public education which will be presented next year in ninth grade rather than in eighth as at present. A new program in American history and government for non-college board pupils was prepared for introduction next year.

Some experiments in team teaching were conducted by Dr. Alliston and the social studies department. In this method the lecturer prepares special materials for a set lecture to a group of combined classes, followed by question and answer discussion periods conducted by each teacher with his class. Both pupils and teachers were involved in planning for these demonstrations, which will be carried further next year.

Several committees studied the improvement of reading skills, and some programs using Science Research Associates materials were tried.

Consideration is being given to revision of boys' cycle shop program. Some emphasis will be placed on mass production techniques, visits to industrial plants, mechanical drawing and problem solving.

An experimental unit on Oceanography was developed for use in ninth grade. Because of the complexity of subject matter,

the team approach, using science, social studies and mathematics staff members, was utilized. While the results were rewarding, the staff felt that more benefit would be derived from pupils at the senior high level.

A new traffic pattern, utilizing color coding for stairway doors, was developed cooperatively by the faculty health committee and the student council. The new system was placed in operation late in the spring and functioned extremely well. Conduct in the halls improved as a by-product of student cooperation.

SENIOR HIGH SCHOOL CURRICULUM

During 1960-1961, the entire senior high school staff was involved in a lengthy and detailed self-evaluation over a six month period. This occurs five years following accreditation by the Middle Atlantic Association of Colleges and Secondary Schools, which last visited Bloomfield in 1956. It is a procedure necessary to insure the continued accreditation of the school. The evaluation includes the philosophy, curriculum, building and all services that are a part of, or are used by the school.

During the school year 1960-1961, two of Mr. Zabady's technical chemistry classes participated in an experimental program to compare the effectiveness of teaching through the use of open-end experiments as opposed to traditional laboratory procedures. The program was planned by Mr. George Charen, of Jersey City State College, as the basis of his doctoral dissertation. Although much has been written about the advantages of open-end experimentation, this is one of the first efforts to obtain statistical data to either support or refute popular opinion concerning its effectiveness.

HANDICAPPED CHILDREN

The progress of the program for educable retarded children at the Center Annex has been markedly improved. More tuition pupils were received, making sharper class groupings practical and providing additional revenue for instructional equipment. The lunch program was integrated with central food service at the high school, so that only instructional periods in food preparation are now required of pupils. The audio-visual program was increased; more direct experiences were provided; the academic program was bolstered.

These program changes were received enthusiastically by children and parents, who incidentally operate a lively and enthusiastic home and school program.

Preparations have been made to transfer the majority of older boys and girls to a new class at South Junior High School in 1961-1962. Reciprocal arrangements are in force with Nutley to take all our trainable children who are eligible, while we provide for their educable children. Beginning next year, all Glen Ridge educable children will be sent to Bloomfield.

Further developments in the curriculum for these boys and girls, include the use of teaching machines as teaching aids. Such devices have proved beneficial in their experimental use at private schools serving similar groups of children.

Our initial proposals to open a class or classes for the deaf had to be deferred because of a critical shortage of teachers specially trained for this work. We shall continue to explore this possibility.

We have had some dramatic results from home instruction of children with social and emotional maladjustments, sometimes accompanied by other physical and mental handicaps. This has been especially true when such instructors have had the benefit of detailed consultation with our child guidance staff or other clinical resources. We are currently exploring the possibility of a pilot project in this area, using foundation funds.

TOWN-WIDE COMMITTEES

During 1960-1961, sixteen town-wide committees functioned, involving about 150 teachers and administrators, as well as some lay members.

The Home and School Council Curriculum Committee met to hear reports on curricular developments, to discuss ways by which individual home and school councils could be better informed, and to request specific reports or various topics.

The Elementary School Program Committee discussed many topics, but concentrated on devising, trying, and recommending a Weekly Time Allotment for elementary school subjects.

The Foreign Language Committee, reported elsewhere, concentrated on preparations for the language laboratory. One meeting had Mr. Louis Albini as consultant, another centered on tapes and visual aids, still others on placement of languages by grades and the development of a brochure explaining the program.

The General Supply Committee was charged with reviewing the General Supply List used for kindergarten through

grade 12. Questionnaires were distributed and examined. A revised, simplified and standardized list was prepared for use in 1961-1962.

The Health and Physical Education Committee continued its work in developing a handbook in physical education for elementary school classroom teachers. This work was completed and the handbook will be available to teachers in the fall.

The Mathematics Committee concentrated on the improvement of general mathematics courses offered to non-college bound students, grades 7 through 12. Possible revisions of content were discussed. A guide will be prepared next year, when the committee has been enlarged.

The Report Card Committee completed a two and one-half year task of revising report cards for kindergarten, grades 1 and 2, grades 3 and 4, and grades 5 and 6. Guide sheets were also prepared. Parent-teacher conferences for grade K-3 were scheduled in the fall.

The Permanent Record Card Committee was charged with adapting record cards to changes in report cards planned for next year.

The Remedial Reading Committee developed a minimum diagnostic program, screening and recording procedures, and policies concerning the work of the remedial teacher.

The Science Committee is working on a revision of the K-6 Science Guide. Its purpose has been to develop more specific units, with suggested activities, at appropriate grade levels.

The Social Studies Committee has been examining methods by which greater emphasis could be placed on Africa, Latin America, Near East, Far East and New Jersey. Some changes to strengthen the elementary program will be discussed during the next year.

The In-Service Education Committee worked in planning the Elementary School Fall Workshop and the Elementary School Art Workshop.

TOWN-WIDE CURRICULUM COMMITTEE ACTIVITIES

Complete reports of the sixteen town-wide committees have been reported in the Fourteenth Annual Progress Report. Several committees have completed their assignment and will not be operative next year. The following printed materials have resulted mainly from committee studies:

1. *School Records As A Resource For Elementary Teachers*, Child Guidance Department
2. *A Physical Education Handbook For Elementary Classroom Teachers*, Health and Physical Education Town-Wide Committee
3. *Workbook Survey*, Compiled by Dorothy Brower, Helping Teacher
4. *Sequential Unit Outline in Elementary Science*, Andrew J. Peters, Elementary Science Coordinator
5. *Outline of Five Growth Areas in Reading*, Prepared by Margaret Lawler, Remedial Reading Teacher
6. *Elementary School Weekly Time Allotment Guide*, Town-Wide Elementary School Program Committee
7. *Suggestions for New Teachers*, Prepared by Dorothy Brower, Helping Teacher
8. *Supplementary Readers Available For Loan*, Prepared by Remedial Reading Teachers
9. *The Library in the Bloomfield Elementary School*, Prepared by Ann Beebe, Elementary Library Services Consultant
10. *Foreign Language Program (Grades 7-12)*, Prepared by Junior and Senior High School Guidance Counselors and the Assistant Superintendent of Schools in Charge of Curriculum and Instruction
11. *Revised Elementary School Report Cards and Pupil Record Cards*, Prepared by the Report Card Committee (K-12)

FUTURE INNOVATIONS

High school staff members were occupied this year in planning for three innovations to come. In the next school year Bloomfield will have the first Aetna Drivo-Trainer Unit in New Jersey. This consists of 8 mock-up car units where students simulate driving—shifting gears, steering, applying brakes, etc.—in response to road conditions they are watching on films. Their reactions are electronically recorded and can be scored. Experience in such systems as Stamford, White Plains, and Winnetka indicate that pupils are better prepared for the live situation of behind-the-wheel. There is a considerable saving in instructional time.

Bloomfield High School will also have a Du Kane language laboratory, of the same type as that installed in the new model language laboratory building at Rutgers University. Members of the foreign language departments in all three secondary schools have been studying new developments for the past two

years, and have visited a number of laboratories in other schools. During the past year they have made extensive use of tape recorders to gain the experience of programming lessons in this fashion. Mr. Domenic Caramagna, who will coordinate the work, will spend the summer of 1961 instructing Peace Corps recruits in Spanish at the Rutgers language laboratory.

The department chairmen in the senior high school have also been considering the possibility of advanced placement work for a selected group of seniors. The advantage of this program is to afford the college student the privilege of taking advanced work earlier in college, with a resultant advantage on entering graduate school. In the class of 1960, twenty-nine out of one hundred top seniors received advanced placement in college English, even though Bloomfield had no advanced placement program. During the past year, special work was offered in English and chemistry to a selected group, and they also had an opportunity to take the advance placement tests at Princeton this spring. Further study will be made to discover the feasibility of instituting this program at the high school next year or the following year.

TEACHER RECRUITMENT AND SELECTION

Our school system devotes unusual energy and effort to securing the best teachers we can attract to Bloomfield.

Teacher selection is a year round activity involving all administrators, directors, and supervisors, and chairmen of departments in which vacancies exist. Administrators participated in the recruitment program by making individual and team visits to eight state and twenty-two out of state colleges and universities.

Recruitment trips were made as far north as Boston University, west to Pennsylvania State University, and south to American University in Washington, D. C. Additional sources for teacher candidates are placement offices in selected colleges and universities not included in the on-campus recruitment schedule, and various teacher agencies. These sources receive recruitment literature and information concerning teacher vacancies to be filled.

Over four hundred persons out of approximately one thousand applicants were interviewed for fifty-five vacancies. Even though the number of teacher candidates seemed large, quality was often lacking. Candidates for elementary school vacancies were most plentiful but by the end of May, the list of acceptable candidates had diminished drastically and qualified persons were difficult to find.

Annually we fill sixty or more vacancies. Such large turnover is caused by (a) mobility, where the husband or the family move, (b) maternity or return to home duties, (c) retirement. We also do not recommend some teachers for reappointment, and a few leave for reasons of professional advancement.

TEACHER IN-SERVICE EDUCATION

A number of meetings were arranged for elementary and secondary teachers for the purposes of improving teaching methods and to identify educational problems needing attention. Attendance at the various meetings was compulsory with the exception of the Fine Arts Workshop which had been organized on a voluntary basis.

Elementary In-Service Education Programs

1. Grade Level Workshop, K-6, October 12, 1960
2. Weekly Reader Demonstration, K-6, February 7-8-9, 1961
3. Fine Arts Workshop, K-6, March 15, 1961

Secondary In-Service Education Programs

1. Foreign Language Workshop, January 26, 1961
2. English Teachers Workshop, February 6, 1961
3. Reading—English Teachers, March 9, 1961

BLOOMFIELD PUBLIC SCHOOLS

1960 - 1961

Total Average Enrollment.....	7,757
School Buildings Operated.....	16
Supervisors and Principals.....	19
Teachers—Full-time	390
Part-time	25
Other Employees (full and part-time).....	150
Day School Cost Per Pupil in Total Average Enrollment.....	\$501.10
Day School Expenditures (without new buildings, etc.).....	\$3,887,060.46